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SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
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DESCRIPTORS	*Abstracts; *Annotated Bibliographies; *Diagnostic Teaching; *Exceptional Child Education; *Handicapped Children; Individualized Instruction; Precision Teaching

ABSTRACT

The selected bibliography on diagnostic teaching contains approximately 48 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of August, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1965 to 1971. (CB)

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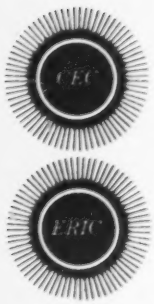

DIAGNOSTIC TEACHING

A Selective Bibliography

August, 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
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EC 050 146 E

Exceptional Child Bibliography Series No. 632

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Each abstract contains three sections–bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

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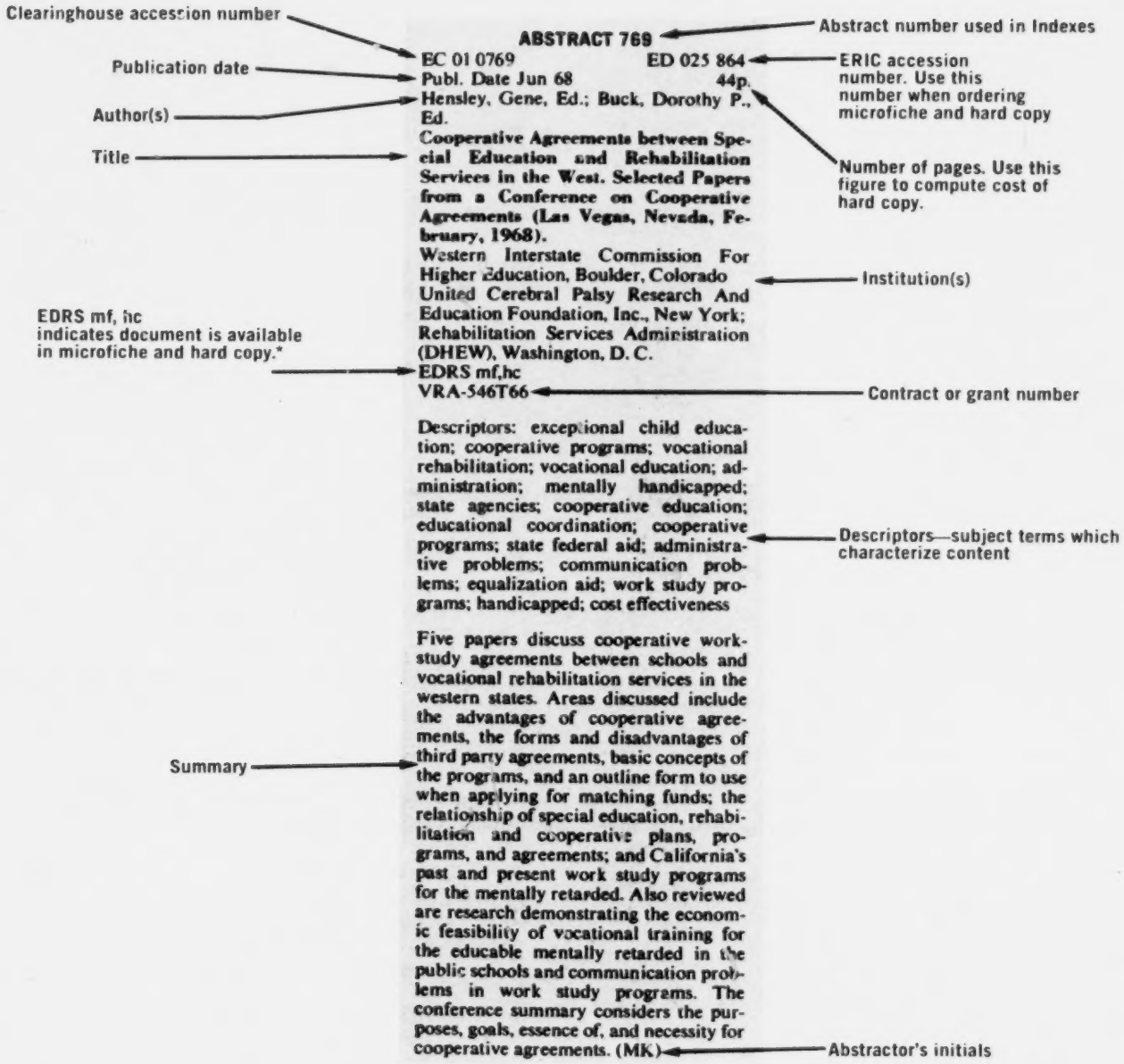
Clearinghouse accession number
ABSTRACT 769
Abstract number used in Indexes
Publication date
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
Institution(s)
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Diagnostic Teaching* from the Center's computer file of abstracts are listed alphabetically below:

Individualized Instruction
Diagnostic Teaching
Precision Teaching
Prescriptive Teaching

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

Canada's Mental Health
Education and Training of the Mentally Retarded
Educational Technology
Elementary School Journal
Exceptional Children
Focus on Exceptional Children
Journal of Learning Disabilities
Journal of Special Education
TEACHING Exceptional Children

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts*, Volumes I-III.

ABSTRACTS

ABSTRACT 10480

EC 01 0480 ED 014 176
Publ. Date 29 Apr 66 33p.
Barsch, Ray H.; Bryant, N. Dale
The Education of Children with Learning Disabilities (Rutgers, The State University, New Brunswick, New Jersey, April 29, 1966).
Rutgers Univ., New Brunswick, N. J.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; remedial instruction; special classes; dyslexia; psychoeducational processes; children; diagnostic teaching; educational improvement; learning theories; perceptual development; teaching methods; clinical diagnosis; educational programs; classification

Papers by two speakers are presented, together with brief bibliographies (totaling 15 items) of their recent articles. A Perspective on Learning Disabilities and the Concept of Movement Efficiency by Barsch, surveys the problem of classifying children in educational programs and suggests that classes for special learning disabilities be part time units which prepare the children for return to other classes. The child's disability depends on the child, the task, and the learning situation. An experimental classroom in Madison is described. In the Role of the Clinical Educator in the Diagnosis and Treatment of Learning Disorders, Bryant discusses three major areas of knowledge crucial to diagnosis and treatment of learning disabilities--(1) knowing the multitude of component steps necessary for learning any skill, (2) understanding the nature of the disability, and (3) using learning principles to avoid or overcome handicaps by progressing toward each learning goal. The dyslexic child is used as an example of learning disability. Guiding principles include--starting with the most basic element with which the child has trouble, making the steps small enough (90 percent correct responses), and avoiding negative learning and confusion. The child should make noticeable improvement at every lesson. Overlearning and reviews will help keep retention high. This document is available from the New Jersey Association for Brain Injured Children, 61 Lincoln Street, East Orange, New Jersey 07017. (JA)

ABSTRACT 10623

EC 01 0623 ED 024 183
Publ. Date 68 373p.
Hewett, Frank M.
The Emotionally Disturbed Child in the Classroom; A Developmental Strategy for Educating Children with Maladaptive Behavior.
EDRS not available
Allyn And Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 ($10.60).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; learning; children; educational diagnosis; educational strategies; educational objectives; classroom techniques; classroom design; program evaluation; curriculum; attention control; learning characteristics; behavior; behavior change; learning experience; achievement; Santa Monica Project

The emotionally disturbed child is presented as a learning problem whose difficulties can be helped by the teacher and school. The description of educational goals, methodology, and assessment includes the psychodynamic-interpersonal, sensory-neurological, and behavior modification strategies; a developmental sequence of educational goals; methodology of the learning triangle of task, reward, and structure; and educational assessment of emotionally disturbed children. Specific classroom practices detailed concern attention level, response level, order level, exploratory and social levels, and mastery and achievement levels. Total classroom design for emotionally disturbed children is explained, and the curriculum of the Santa Monica Project which developed and evaluated engineered classroom design is reviewed. Appendixes provide a student assessment inventory, parent and teacher rating scales, task attention criteria, and a bibliography of 208 items. (JD)

ABSTRACT 10690

EC 01 0690 ED N.A.
Publ. Date 67 8p.
Joanne Marie, Sister
Evaluation: A Diagnostic-Remedial Approach.
Cardinal Stritch College, Milwaukee, Wisconsin, Special Education Department
EDRS not available
Special Education; V41 N3 P35-42 1967
Descriptors: exceptional child education; learning disabilities; teaching methods; tests; language development; cognitive processes; reading; reading difficulty; reading diagnosis; diagnostic tests; children; psycholinguistics; educational diagnosis; language tests; Illinois Test of Psycholinguistic Abilities; ITPA

Steps in the diagnostic-remedial process include gathering of data for diagnosis, analyzing of symptoms, and determining of the nature and extent of correlated disabilities. Influential in the diagnostic remedial approach to learning disabilities is the Illinois Test of Psycholinguistic Abilities (ITPA), for children aged 2 1/2 to 9, which has nine subtests assessing specific psycholinguistic areas. Its use as a screening and evaluation instrument and as an aid to remedial programing is demonstrated by the case histories and ITPA profiles of three children. Two questions of technique are raised: whether to teach the child's strengths or his weaknesses and what to teach once the method is determined. A bibliography cites 12 items. (JD)

ABSTRACT 11156

EC 01 1156 ED N.A.
Publ. Date 67 22p.
Frostig, Marianne
The Relationship of Diagnosis to Remediation in Learning Problems.
Southern California University, Los Angeles
Rosenburg Foundation, San Francisco, California
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 45-66.

Descriptors: exceptional child education; learning disabilities; identification; perception; tests; perceptually handicapped; visual perception; auditory perception; language; cognitive processes; clinical diagnosis; remedial programs; perceptual motor coordination; teaching methods; intelligence; Frostig Developmental Test of Visual Perception; Illinois Test of Psycholinguistic Abilities; (ITPA); Wechsler Intelligence Scale for Children

The diagnosis and remediation of learning problems are considered in the areas of sensory-motor ability, auditory perception, visual perception, language, and thought processes. The use of the following tests for evaluation is discussed: Wepman Test of Auditory Discrimination, Frostig Developmental Test of Visual Perception, Illinois Test of Psycholinguistic Abilities, Wechsler Intelligence Scale for Children, and several sensory-motor tests. Training programs for remediation of each area are outlined, and emotional and social development is treated. A table compares factors of the structure of the intellect at chronological age 6 with the abilities tapped by the Illinois, Frostig, and Wechsler tests. A bibliography cites 35 entries. Appendixes describe the Frostig and the Illinois tests by providing examples and explain-

ing functions covered by the tests and training procedures which follow. Factors in human movement and physical education programs (with six references cited) as well as basic results on four tests are tabularly arranged. (DF)

ABSTRACT 11202

EC 01 1202 ED N.A.
Publ. Date Apr 66 7p.
Quay, Herbert C. And Others
Remediation of the Conduct Problem Child in the Special Class Setting.
EDRS not available
Exceptional Children; V32 N8 P509-15 Apr 1966

Descriptors: exceptional child education; behavior; emotionally disturbed; teaching methods; educational needs; special classes; problem children; behavior change; remedial instruction; individual characteristics; teaching techniques; behavior problems; socially deviant behavior; aggression; anti social behavior; reinforcement; public schools; skill development; professional personnel

The principles and assumptions described are those which underlie an experimental special class for conduct problem children which has been developed cooperatively by an interdisciplinary University of Illinois research center and the Urbana Public Schools. A conceptualization of the nature of the children's behavior disorders is offered, and some principles of behavior modification and remediation of academic deficiencies are discussed. Some particular characteristics of the conduct problem child relevant to the education process are outlined. Empirical attempts at training visual orientation to the teacher in a group setting, individualized remediation of retardation in basic academic skills, and teaching social skills are described. Also considered are factors relevant to remediational efforts within the public school setting, including the problem of group versus individual techniques, the role of mental health professionals, the place of other than classroom treatment, the goals of the special class, and the utilization in the regular class of techniques developed in the special class. A bibliography lists 17 items. (JW)

ABSTRACT 11482

EC 01 1482 ED N.A.
Publ. Date 67 20p.
Frostig, Marianne
Testing as a Basis for Educational Therapy.
EDRS not available
Journal Of Special Education; V2 N1 P15-34 Fal 1967

Descriptors: exceptional child education; visual perception; testing; perception tests; psycholinguistics; auditory discrimination; intelligence tests; student evaluation; learning disabilities; Illinois Test of Psycholinguistic Abilities; Wechsler Intelligence Scale for Children; Frostig Developmental Test of Visual Perception; Wepman Test of Auditory Discrimination

The clinical approach to education is discussed and the basic test battery used at the Marianne Frostig Center for children with learning disabilities is presented. Use of the battery (which includes the Frostig and Wepman tests, the Illinois Test of Psycholinguistic Abilities, and the Wechsler Intelligence Scale for Children) is described in terms of interpreting relationships among test scores and determining educational procedures from the results. The tests are summarized, and the abilities they tap are compared with factors of the structure of the intellect at age 6. Descriptive data are provided on difficulties assessed by initial test scores of 78 children referred to the Center for learning difficulties. (LE)

ABSTRACT 11594

EC 01 1594 ED 021 948
Publ. Date Dec 67 164p.
Hodges, Walter L. And Others
The Development and Evaluation of a Diagnostically Based Curriculum for Preschool Psycho-Socially Deprived Children. Final Report.
Indiana University, Bloomington, School Of Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-24-0210-1011
BR-5-0350

Descriptors: exceptional child research; disadvantaged youth; preschool children; adjustment (to environment); achievement; mentally handicapped; language development; motor development; social development; intellectual development; educable mentally handicapped; slow learners; culturally disadvantaged; preschool programs; kindergarten children; educational diagnosis; curriculum; curriculum development; curriculum evaluation; cognitive processes; psychological patterns

A study investigated the effectiveness of a 1-year diagnostic preschool curriculum in improving regular school adjustment and achievement of 142 psychosocially deprived children (age 5, IQ's 53 to 85). In each of 3 years, approximately 15 children were placed into an experimental preschool, a kindergarten contrast, or an at-home contrast group. Curriculum procedures were designed to remedy specifically diagnosed deficits in the areas of intelligence, language, motor, and social development. By the end of the treatment year, the experimental groups ranked significantly higher than the contrast groups in all of the areas named above. Followup study through the second grade for the 1st year group and through the first grade for the 2nd year group indicated that the groups no longer differed significantly in any area except that of social development, which continued to be higher for the experimental groups. School academic achievement appeared not to be related to overall IQ change, but rather to specific intellectual processes that contributed to the IQ change; that is, if children made gains on items related to memory, vocabulary, and motor development, the prognosis for their first grade academic success was better than if they made gains on items related to concept formation and abstract reasoning. (Author/JD)

ABSTRACT 11984

EC 01 1984 ED N.A.
Publ. Date 24 Dec 68 296p.
Dechant, Emerald
Diagnosis and Remediation of Reading Disability.
EDRS not available
Parker Publishing Company, Inc., Village Square Building, West Nyack, New York 10994 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials: dyslexia; reading difficulty; testing; remedial reading, clinical diagnosis; instructional materials; identification; prevention; remedial reading programs; reading instruction; program planning; individualized instruction

Intended for the classroom teacher, the text presents methods for preventing, diagnosing, and remediating reading problems. Areas considered include identification of the difficulty, diagnostic testing, investigation of causes, and organization and implementation of remediation. A survey of reading methods is provided, along with a discussion of meeting the individual needs of children whose reading problems are compounded by other handicapping conditions. Various remedial procedures are described; guidelines are offered and materials listed in the areas of skill improvement materials, audiovisual materials, mechanical devices, and professional books. Information is appended regarding the following: tests of intelligence and reading readiness as well as reading survey, diagnostic reading, and oral reading tests; the role of the reading specialist; and 43 test and 231 book publishers. (LE)

ABSTRACT 20165

EC 02 0165 ED 031 834
Publ. Date 69 244p.
Valett, Robert E.
Programming Learning Disabilities.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306.

Descriptors: exceptional child education; learning disabilities; program planning; psychoeducational processes; evaluation methods; psychological evaluation; diagnostic teaching; reinforcement; sensory integration;perceptual motor coordination; administrative policy; identification; records (forms); teching methods; instructional materials; class organization; classroom design; ancillary services; clinical diagnosis

Written primarily for use by persons

concerned with the establishment and operation of learnin disability programs, the text presents a rationale for programing, definitions, examples, and educational rationales for basic learning abilities, and a model school district policy statement. Preliminary screening, psychological evaluation, a developmental task approach to education, the diagnostic-prescriptive teacher, and the development of sensory-motor and perceptual skills are discussed. Suggestions are made for prescriptive programing and program organization; the rationale and methods for behavior modification and supporting programs and services are considered. Sample letters, forms, and records, behavior rating scales, evaluation sheets, schedules, lists of equipment and supplies, and lesson plans are provided. (RJ)

ABSTRACT 20240

EC 02 0240 ED N.A.
Publ. Date Apr 69 310p.
Strang, Ruth

Diagnostic Teaching of Reading.
EDRS not available
McGraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036 ($8.50).

Descriptors: exceptional child education; reading; teaching methods; reading diagnosis; remedial reading; reading tests; interviews; case studies (education); reading instruction; diagnostic tests; classroom observation techniques; reading skills; diagnostic teaching; evaluation methods; learning disabilities; teacher role; oral reading; reading interests; dyslexia

Designed for a first course in the diagnosis of reading difficulties or for a major part of a comprehensive course in the teaching of reading, the text clarifies diagnostic theory, develops aplications, and suggests specific ways to carry out the procedures described. Specific examples and cases illustrate the use of various diagnostic and remedial procedures at both elementary and secondary school levels. Excerpts from recorded interviews form the basis of a study of interview techniques. Discussions of group methods include the role of the teacher in diagnosis, observation in the classroom, oral reading as a diagnostic technique, introspective-retrospective reports, ascertaining interests, and the contribution of tests. Individual methods featured are physical factors in reading diagnosis, reading tests administered individually, indicators of reading potential, interview techniques, projective methods, and interpretation, synthesis, and treatment. Each chapter includes references and suggested readings. (LE)

ABSTRACT 20407

EC 02 0407 ED N.A.
Publ. Date Apr 67 260p.
Wilson, Robert M.
Diagnostic and Remedial Reading for Classroom and Clinic.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($5.95).

Descriptors: exceptional child education; teaching methods; reading; identification· student characteristics; educational diagnosis; clinical diagnosis; remedial reading; reading comprehension; vocabulary; parent role; special programs; instructional materials; specialists; dyslexia; teacher role; testing; administrator responsibility; learning disabilities

Providing a communication link between the classroom teacher and the reading therapist, the text provides guidelines and specific, tested methods which will give success and satisfaction to the problem reader. Chapters deal with the following topics: characteristic traits and reactions of problem readers; basic, noneducational, and educational diagnosis; principles of remediation and remedial techniques for orientation, vocabulary, and comprehension difficulties; evaluation in remedial reading; parents' role in diagnosis, remediation, and prevention; and professional responsibilities and programs. Suggested readings are listed at the close of each chapter. Appended charts describe 38 diagnostic instruments and 59 remedial materials and provide addresses of publishers of instructional materials. (JD)

ABSTRACT 20429

EC 02 0429 ED N.A.
Publ. Date 69 226p.
Smith, Robert M., Ed.
Teacher Diagnosis of Educational Difficulties. Merrill's International Education Series.
EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning difficulties; teaching methods; educational diagnosis; identification; student evaluation; informal reading inventory; reading; spelling; writing; arithmetic; speech; language skills; perceptual motor coordination; sociometric techniques; diagnostic teaching; individual development; intelligence; classroom techniques

Methods are presented in seven chapters by specialists in early academic and personal development for individual diagnosis and remedial procedures with the emphasis on informal diagnostic methods which the teacher can use in the classroom every day. Included are discussions of the fundamentals of informal educational assessment, the educational irrelevance of intelligence, and perceptual motor skills. Techniques are provided for analyzing performance in reading skills, written expression and spelling, speech and language disorders, arithmetic skills, and personal-emotional-social skills. A recapitulation is presented and each chapter includes references. (LE)

ABSTRACT 20529

EC 02 0529 ED N.A.
Publ. Date 67 8p.
Bateman, Barbara
Three Approaches to Diagnosis and Educational Planning for Children with Learning Disabilities.
EDRS not available
Academic Therapy Quarterly; V2 N4 P215-22 Sum 1967

Descriptors: exceptional child education; learning disabilities; psychoeducational processes; educational diagnosis; educational planning; evaluation methods

Emphasis is placed on the use of three approaches to the educational diagnosis and remediation of learning disorders: the etiological, the diagnostic-remedial, and the task analysis. The techniques of each method are described indicating the approach and emphasis used. (JM)

ABSTRACT 20694

EC 02 0694 ED N.A.
Publ. Date Oct 69 6p.
Jones, Joyce
Dyslexia: Identification and Remediation in a Public School Setting.
EDRS not available
Journal Of Learning Disabilities; V2 N10 P533-8 Oct 1969

Descriptors: exceptional child research; dyslexia; remedial programs; individualized instruction; reading improvement; nonprofessional personnel; testing; reading achievement; learning disabilities

A Title III grant made possible a 3-year experimental program to determine if children with the specific reading disability, dyslexia, could be remediated by the use of a structural-linguistic procedure taught through a multisensory approach. This remedial procedure was taught on a one-to-one basis of instruction through the use of para-educational personnel under close supervision in a regular public school setting. During the years of the program 78 students attended the full day Perceptual Development Center Program and 545 students participated in an hour-a-day reading program. Test-retest data revealed that students receiving this specialized training improved in reading skills and retained this gain or further improved after dismissal from the program. (Author)

ABSTRACT 20707

EC 02 0707 ED N.A.
Publ. Date 65 246p.
Peter, Lawrence J.
Prescriptive Teaching.
EDRS not available

Mcgraw-Hill Book Company, 330 West 42nd Street, New York, New York 10036.

Descriptors: exceptional child education; learning disabilities; emotionally disturbed; handicapped children; educational diagnosis; individualized programs; therapeutic environment; interdisciplinary approach; school personnel; individual development; learning theo-

ries; teaching methods; diagnostic teaching; educational strategies

The book provides a methodology for dealing with a wide range of problems in the regular classroom or in special education. Ways to convert diagnostic findings into classroom procedures are explained in an informative manner to readers who are not specialists in psychology. Content includes discussions on the following: an introduction with a definition, use of diagnostic resources, principles of guidance, and an overview of the prescriptive teaching method; the development of the principle of structure in the learning process; methods for diagnosis; ways to translate diagnostic findings; a discussion on the education of the exceptional child; three examples of teaching prescriptions; means of communication; a discussion on the teacher and the teaching process; a chapter on the followup method for instruction improvement; and conclusions. (WW)

ABSTRACT 20764

EC 02 0764 ED N.A.
Publ. Date 68 125p.
Rosenberg, Marshall B.
Diagnostic Teaching.
EDRS not available
Special Child Publications, 4535 Union Bay Place, N. E., Seattle, Washington 98105.

Descriptors: exceptional child education; educational needs; diagnostic teaching; teaching methods; learning characteristics; attention span; psychomotor skills; individual differences; individual characteristics; effective teaching; learning processes; visual perception; auditory perception; concept formation; student teacher relationship; classroom communication; teacher attitudes

Diagnostic teaching is defined and individual differences in learning styles and in specific learning skills are delineated, including inhibited, undisciplined, anxious, and creative styles, and attention, motor, visual, auditory, conceptual, and automatic skills. Classroom methods for assessment of individual differences are outlined, and ways of harmonizing the curriculum with individual differences are suggested. There are 80 references and author and subject indexes. (LE)

ABSTRACT 21552

EC 02 1552 ED N A.
Publ. Date Feb 70 9p.
Ensminger, E. Eugene
A Proposed Model for Selecting, Modifying, or Developing Instructional Materials for Handicapped Children.
EDRS not available
Focus On Exceptional Children; V1 N9 P1-9 Feb 1970

Descriptors: exceptional child education; instructional materials; models; material development; learning disabilities; diagnostic tests; educational diagnosis; perceptual development; motor development; language development; symbolic learning; learning

A system to enable teachers to analyze instructional materials and to modify and develop materials for children with learning disabilities is presented. The development of the Instructional Materials Center Network for Handicapped Children and Youth and emphasis upon diagnostic testing are discussed as significant contributions to exceptional child education. The Instructional Model which is presented suggests a conceptual framework for evaluation of needed instructional experiences and includes a learning component (motor learning, perceptual learning, language learning, symbolic learning) and a component of input-output systems of receiving and expressing information at each learning stage. (MS)

ABSTRACT 21815

EC 02 1815 ED N.A.
Publ. Date Apr 70 8p.
Sabatino, David A.; Hayden, David L.
Prescriptive Teaching in a Summer Learning Disabilities Program.
EDRS not available
Journal Of Learning Disabilities; V3 N4 P220-7 Apr 1970

Descriptors: exceptional child research; learning disabilities; summer programs; diagnostic teaching; program descriptions; reading comprehension; teaching methods; perceptual motor learning

Since the prevention and treatment of chronic failure has been a serious problem since the beginning of the American educational system, the intent of the study was to examine the academic achievement and changes in behavior related to a specified kind of curriculum during a six-week summer program. A unisensory perceptual training curriculum was selected in order to utilize the child's strongest perceptual area at the beginning of training, while weaker perceptual areas were avoided initially. Emphasis was on utilizing language cues as a compensatory behavior to strengthen perceptual deficits. The program was designed to alter the learning sets and to modify the behaviors of children with learning disability manifested in chronic failure. (Author)

ABSTRACT 21904

EC 02 1904 ED N.A.
Publ. Date Feb 70 6p.
Prouty, Robert W.; Prillaman, Douglas
Diagnostic Teaching: A Modest Proposal.
EDRS not available
Elementary School Journal; V70 N5 P265-70 Feb 1970

Descriptors: diagnostic teaching; teacher education; models

Operational steps in the use of the services of a diagnostic teacher are outlined, and support needed from the principal is described. Minimal criteria which must be met by the schools in order to have a diagnostic teacher program are set forth and include a classroom, an understanding principal and faculty, and awareness of the need for continuing evaluation and growth. Also discussed is the education of diagnostic teachers with focus on programs in Washington, D.C. (RJ)

ABSTRACT 21968

EC 02 1968 ED 036 947
Publ. Date Sep 69 95p.
A Demonstration of Techniques in the Identification, Diagnosis, and Treatment of Children with Learning Disabilities. Final Report.
Skokie School District 68, Illinois
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-3-6-062244-2094
BR-6-2244

Descriptors: exceptional child education; learning disabilities; educational diagnosis; diagnostic teaching; academic achievement; identification; screening tests; program evaluation; cost effectiveness; incidence; underachievers

A Chicago suburban public school with approximately 450 children per grade level demonstrated a system-wide program for identification diagnosis, and educational treatment of children with learning disabilities in grades 2 through 6. Children were judged to underachieve when achievement measures in language or mathematics fell more than 10% below the expected level based on age, IQ, and grade placement. During the 3 year project, a screening program was developed and employed with 2,300 children. A novel remedial program was carried out for 156 children. Specialists in learning disabilities refined the screening diagnosis and developed teaching prescriptions for all students. Much of the teaching was carried out by teachers with minimal special training. The procedures developed may be especially useful to districts initiating a learning disabilities program or one which is handicapped by lack of specially trained teachers. The report contains program description, measures of student performance, tables on incidence and types of learning disabilities, and suggestions for implementing a program. (Author/RJ)

ABSTRACT 22045

EC 02 2045 ED N.A.
Publ. Date 69 447p.
Kaluger, George; Kolson, Clifford J.
Reading and Learning Disabilities.
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning disabilities; reading difficulty; educational diagnosis; learning processes; remedial reading; remedial instruction; language skills; study skills

The detailed manual deals with diagnostic techniques and program suggestions for learning disabilities. Areas discussed are the reading and learning process, determinants of learning patterns, the nature of reading and learning disabilities, the learner and symptoms of disabilities, informal diagnosis of abilities, specific diagnosis of disabilities, and programing for teaching reading. Other topics considered are remediation of

reading skills and tactile, aural-verbal, and visual skills, remediation of perceptual motor and cognitive abilities, severe learning disorders, understanding phonics, the visual approach to word recognition skills, comprehension and content areas, vocabulary building, and study skills and interest. (JM)

ABSTRACT 22451

EC 02 2451 ED N.A
Publ. Date 66 377p.
Otto, Wayne; McMenemy, Richard A.
Corrective and Remedial Teaching: Principles and Practices.
EDRS not available
Houghton Mifflin Company, 110 Fremont Street, Boston, Massachusetts 02108 ($6.95).

Descriptors: exceptional child education; underachievers; slow learners; educational methods; educational diagnosis; remedial instruction; remedial programs; diagnostic teaching; learning disabilities; reading instruction; arithmetic; spelling instruction; language instruction; handwriting instruction

Designed as a guide to aid teachers of underachieving children, the text presents techniques and materials found successful with underachievers, suggests a specific remedial approach for underachievers, and outlines an orientation to remedial teaching. Discussed are the correlates of learning disability, the fundamentals of diagnostic and remedial teaching, case study techniques, reading diagnosis, word attack skills in reading, and vocabulary, comprehension, study skills, and reading rate. Additional areas of concern are the diagnosis and remediation of spelling problems, arithmetic difficulties, handwriting problems, and written and oral expression disabilities; plus the training and practice of the remedial teacher. (JM)

ABSTRACT 22499

EC 02 2499 ED N.A.
Publ. Date May 70 4p.
Anderson, B. Betty
Classroom Diagnosis of Reading Readiness Factors.
EDRS not available
Journal Of Learning Disabilities; V3 N5 P260-3 May 1970

Descriptors: educational research; educational diagnosis; reading readiness; check lists; student evaluation; evaluation methods

The article describes the results of a research study on the validation of a teacher checklist for diagnosis of reading readiness. The purpose of the study was to provide classroom teachers with a diagnostic tool for evaluating specific strengths and weaknesses in visual perception and auding. Such diagnostic information serves to assist teachers in planning a readiness program based on specific needs. (Author)

ABSTRACT 23079

EC 02 3079 ED N.A.
Publ. Date Jul 70 7p.
Saudargas, Richard A.; Thompson, Faith
Prescriptive Teaching in Language Arts Remediation for Black Rural Elementary School Children.
EDRS not available
Journal Of Learning Disabilities; V3 N7 P364-70 Jul 1970

Descriptors: exceptional child research; Negro students; diagnostic teaching; language arts; elementary school students; psycholinguistics

Thirteen rural black elementary children participating within a school program which already included individualized language arts instruction were given intensive additional remedial exercises within the regular classroom. A comparable group of five children served as controls. Children in the treatment group received psycholinguistic remediation based upon Illinois Test of Psycholinguistic Abilities (ITPA) scores, linguistic patterning exercises and sound blending training. Visual strengths were used to help bolster auditory weaknesses and student motivation was increased through the application of techniques of behavioral reinforcement. Total Psycholinguistic Age (ITPA) was significantly higher for the experimental group following the three months treatment program. (Author)

ABSTRACT 23461

EC 02 3461 ED 041 423
Publ. Date 70 136p.
Smith, Carl B. And Others
Treating Reading Difficulties.
Indiana University, Bloomington
Office Of Education (DHEW), Washington, D. C.
EDRS mf
Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 ($1.50).

Descriptors: exceptional child education; reading difficulty; educational diagnosis; remedial instruction; administrator role; principals; teacher role; reading consultants; reading programs; educational methods

Introduced by a look at the general problem of reading difficulties, the text discusses the roles of the principal, teacher, specialist, and administrator in treating the problem. The principal's responsibility, identification, home and family influence, environmental improvement, evaluating reading skills, leadership, and case studies of successful programs are described. Also examined are primary learning difficulties and current approaches to the problem, establishing a clinic program, University Reading Clinics, and a sample book list for a reading clinic. Classroom techniques are suggested for diagnosing reading problems, correction in groups and individually, and correction of specific problems found by diagnosis. The role of the specialist is also established for the diagnosis and treatment of reading problems. Methods of handling reading disability within a school are presented, and procedures are illustrated for establishing a program and correcting specific reading skills. (JM)

ABSTRACT 30001

EC 03 0001 ED N.A.
Publ. Date 70 5p.
Christoplos, Florence
Prescriptive Teaching--A Cognitive Approach to Social and Interpersonal Learning.
EDRS not available
Teaching Exceptional Children; V2 N4 P158-62 Sum 1970

Descriptors: exceptional child education; behavior change; diagnostic teaching; interpersonal competence; cognitive objectives; teaching methods; social development; socially maladjusted

The use of diagnostic prescriptive teaching with socially deviant children, which is suggested if its use can improve social as well as academic functioning, is discussed. Advocated is the development of instructional programs based on social, moral, and interpersonal as well as academic prescriptions. A direct attack on the teaching of certain behaviors and skills to remediate moral, social, and interpersonal deficiencies, relying on a cognitive rather than affective approach, is the method suggested. The educational implications of decision making, the importance of providing meaningful choices, and the acquisition of social responsibility through assumption of responsibility for helping other students are also discussed. (KW)

ABSTRACT 30006

EC 03 0006 ED N.A.
Publ. Date 70 8p.
Wolinsky, Gloria F.
The Application of Some of J. Piaget's Observations to the Instruction of Children.
EDRS not available
Teaching Exceptional Children; V2 N4 P189-96 Sum 1970

Descriptors: exceptional child education; cerebral palsy; diagnostic teaching; behavior theories; learning activities; teaching methods; learning theories; Piaget

It is proposed that Piaget's approach to the analysis of children's behavior be used as a model for the ongoing evaluation required in diagnostic teaching. A set of teacher designed exercises which illustrates how this can be accomplished is presented. Although the exercises described were developed for a cerebral palsied child, the approach can be applied to the education of all children, normal as well as exceptional. (TL)

ABSTRACT 30200

EC 03 0200 ED N.A.
Publ. Date 69 350p.
Grzynkowicz, Wineva; Sturch, Jack E.
Readings in Diagnosis for Prescriptive Teaching.
EDRS not available
Selected Academic Readings, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020.

Descriptors: exceptional child education; identification; educational diagnosis; diagnostic teaching; testing; test interpretation; test construction; evaluation; culture free tests; learning disabilities; minimally brain injured; perceptual motor coordination; standardized tests; intelligence tests

Designed to prepare potential prescriptive teachers for classroom identification, diagnosis, and remediation of learning disabilities, this book presents 31 articles on philosophical and experimental data. Specific topics are test construction, planning and operating a testing program, analysis of classroom tests, measurement related to the educational process, interpreting test scores, culture-free testing, standardized tests, intelligence testing, aptitude and achievement tests, identifying creativity in adolescence, testing minority group children, and techniques of diagnosis and remediation for learning problems. Also included are articles on testing children with educational handicaps, learning disabilities, minimal cerebral dysfunction, central nervous system deficit, neurological handicaps, and reading disability. Perceptual motor aspects of learning disabilities are considered. Also treated are evaluation of communication skills, nationwide testing, and the question of test results for parents. Appended are a glossary of measurement terms, classification schemes for mental growth, selected bibliography, publishers of tests and materials, and a listing of tests. (MS)

ABSTRACT 30289

EC 03 0289 ED N.A.
Publ. Date 68 7p.
Wills, I. H.; Banas, Norma
Prescriptive Teaching Guide: Associa-Math,

Educational Guidance Services, Miami, Florida
EDRS not available
Educational Guidance Services, 7200 S. W. 39th Terrace, Miami, Florida 33155.

Descriptors: mathematics; diagnostic teaching; teaching guides; Associa-Math Program

This prescriptive teaching guide for the Associa-Math program details the first phase in teaching addition and subtraction through 10. Theory, application, and materials are specified. (JD)

ABSTRACT 30608

EC 03 0608 ED 044 849
Publ. Date 70 82p.
Valett, Robert E.
Effective Teaching: A Guide to Diagnostic-Prescriptive Task Analysis.
EDRS not available
Fearon Publishers, 6 Davis Drive, Belmont, California 94002 ($3.25).

Descriptors: exceptional child education; learning disabilities; diagnostic teaching; effective teaching; task analysis; teaching methods; individualized instruction; educational diagnosis; reinforcement

Written as a guide for diagnostic-prescriptive teachers desiring greater effectiveness in working with learning disabled children, the book has been designed for in-service and professional training programs but can also be used as a semiprogramed self-instructional aid by the experienced teacher. Chapter discussions and accompanying programed text cover: the personal characteristics, skills, and values of an effective diagnostic-prescriptive teacher, planning for individual needs, task analysis of student performance data for establishing appropriate educational and behavioral objectives, principles of prescriptive instruction, systematic reinforcement contingencies in the classroom to motivate students to learn, six common learning contracts and exchange systems for use with students with learning disabilities, techniques of negative reinforcement, and several alternative or supplemental strategies (psychoeducational consultants, case review meetings, conjoint intervention programs, teacher's aides, learning resource centers). (KW)

ABSTRACT 30617

EC 03 0617 ED 044 855
Publ. Date 69 212p.
Meacham, Merle L.; Wiesen, Allen E.
Changing Classroom Behavior: A Manual for Precision Teaching.
EDRS not available
International Textbook Company, Scranton, Pennsylvania 18515 ($2.95).

Descriptors: behavior; behavior change; teaching methods; scientific attitudes; reinforcement; behavioral objectives; behavior problems; learning; measurement techniques; educational research; mentally handicapped; disadvantaged youth; emotionally disturbed; precision teaching

The discussion of Precision Teaching, attempting to integrate humanism and behaviorism (what we know as educators and as behavioral scientists), provides both specific guidelines for teachers concerning positive classroom behavior change, and general directions in which education must go to remain relevant. The concept of Precision Teaching is discussed in terms of objective study of classroom behavior and classroom application of scientific developments in understanding of human learning, emphasizing the teacher's ability to influence student behavior by modifying the classroom environment. Outlined are specific principles of learning to be applied by the teacher to enhance learning and improve behavior. Chapters discussing behavior measurement, goals, strengthening desirable behavior and eliminating the undesirable, providing cues for learning, and programing are illustrated with research findings. Additional applications of precision teaching and behavior modification are covered in chapters on educational developments in mental retardation, social deprivation, and severely deviant behavior (emotionally disturbed children), in addition to application in the normal classroom. (KW)

ABSTRACT 30936

EC 03 0936 ED N.A.
Publ. Date 70 310p.
Kunzelmann, Harold P., Ed.
Precision Teaching: An Initial Training Sequence.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, N. E., Seattle, Washington 98105.

Descriptors: teaching methods; measurement techniques; testing; individual tests; training techniques; precision teaching

Designed for the classroom teacher, the book presents a set of procedures which can be used with any method of teaching. Precision teaching procedures, as the text explains, are designed to enable the teacher to discover the abilities of each child and allow him to advance at his own individual rate through the use of continuous measurement and charting of progress. The text discusses measurement, charting, planning (by showing instructional options), and recording. (CD)

ABSTRACT 31274

EC 03 1274 ED 046 185
Publ. Date Jan 71 30p.
Bijou, Sidney W.
The Technology of Teaching Young Handicapped Children.
Illinois University, Champaign
EDRS mf,hc
Paper Presented At The First Symposium On Behavior Modification (Xalapa, Mexico, January, 1971).

Descriptors: exceptional child research; emotionally disturbed; behavior change; early childhood; teaching methods; socially maladjusted; technology; individualized instruction; research proposals

To fabricate a technology for teaching young school children with serious behavior problems, classroom materials, curriculum format, and teaching procedures were developed, and problems that evolve from the technology investigated. Two classrooms were architecturally designed to provide the basic needs of a special classroom and to facilitate observation of the children and data collection. The basis of the technology was individualized instruction. Research studies derived from the experiment were cited and implications of a technology of special teaching explored. (CD)

ABSTRACT 31314

EC 03 1314 ED N.A.
Publ. Date 70 84p.
Rapport, Virginia, Ed.
Learning Centers: Children on Their Own.
EDRS not available
Association For Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($2.00).

Descriptors: learning experience; teaching methods; classroom arrangement; individualized instruction; student teacher relationship; classroom environment; independent study; learning labo-

ratories; educational technology; space utilization; learning centers

Nine articles examine various aspects of the learning center concept. Personalized teaching and individualized learning, and the changing role of the teacher are discussed. Organization for individual work, the evaluation and recording of children's activities, and the diagnosis of educational need are considered in relation to the learning center. Pictures of some learning stations are presented. Other chapters deal with the utilization of educational hardware, dealing with space in the open area teaching concept, and learning activities outside the school walls. (KW)

ABSTRACT 31357

EC 03 1357 ED N.A.
Publ. Date Jan 71 3p.
Osborne, Karen M. And Others
Out of the Classroom: An Experimental Diagnostic Teaching Clinic for Multiply Handicapped Deaf Children.
EDRS not available
Exceptional Children; V37 N5 P387-9 Jan 1971

Descriptors: exceptional child research; multiply handicapped; diagnostic teaching; aurally handicapped; educational diagnosis; psychoeducational clinics

Program characteristics and evaluation of an experimental 6 week diagnostic teaching clinic for multiply handicapped deaf children are reported. A one to one teacher pupil ratio, the utilization of teacher aides, provisions for medical or diagnostic reports, and daily teacher seminars represent the primary traits of the program. Concepts regarding diagnostic teaching are discussed. (RD)

ABSTRACT 31365

EC 03 1365 ED N.A.
Publ. Date 71 4p.
Mrstik, Joanne
How to Store Your Individualized Exercises.
EDRS not available
Teaching Exceptional Children; V3 N2 P92-5 Win 1971

Descriptors: individualized instruction; instructional materials; writing exercises; classification

Presented are examples of and directions for individualized exercises for following directions regarding picture placement or drawing, answering questions, word and picture matching, sorting into categories, and identifying directionality. A technique for storing the individualized exercises in stocking boxes is mentioned, as are procedures for using the materials. (KW)

ABSTRACT 31664

EC 03 1664 ED N.A.
Publ. Date Feb 71 4p.
Kokaska, Sharon M.; Kokaska, Charles J.
Classroom Techniques: Individualized Work Centers: An Approach for the Elementary Retarded Child.
EDRS not available
Education And Training Of The Mentally Retarded; V6 N1 P25-8 Feb 1971

Descriptors: exceptional child research; mentally handicapped; classroom arrangement; learning laboratories; elementary education; individualized instruction

The article discusses a proposed adaptation of the engineered classroom model (individualization) for the mentally handicapped as a useful technique in approaching the ideal of prescriptive teaching. Organization, implementation, and reinforcement procedures of an experimental program are presented. A review of relevant points of the program is intended to provide some perspective as to the advantages and disadvantages which accompany the implementation of such a plan. (CD)

ABSTRACT 31745

EC 03 1745 ED 046 476
Publ. Date 71 122p.
Hodges, Walter L. And Others
Diagnostic Teaching for Preschool Children.
State College Of Arkansas, Conway
Office Of Education (DHEW), Washington, D. C.
EDRS not available
OEG-32-24-0210-1011
Council For Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 ($4.95 HC, $3.95 PB).

Descriptors: exceptional child research; disadvantaged youth; slow learners; intervention; preschool education; diagnostic teaching; kindergarten children; compensatory education

Designed to gather evidence on the effectiveness of an intensive year of specific curriculum intervention on a severely disadvantaged population, the study involved 10 groups of approximately 14 psychosocially disadvantaged 5-year-olds each, for whom Stanford-Binet IQ scores were 50-85. Over 3 years, three groups were exposed to a diagnostic experimental kindergarten curriculum, three groups to a nonexperimental kindergarten, and four remained at home with no formal program. The experimental program included an intensive, structured, cognitively oriented curriculum designed to remedy observed cognitive and affective deficits of individual children. Personal-social adjustment, language development, and motor development aspects of the program are detailed, including sample lessons. Results showed the experimental program more effective than the regular kindergarten in ameliorating effects of severe psychosocial deprivation among the subjects, with at-home residence least effective in improving intelligence level, language, personal-social adjustment, and motor skills. A 1 and 2-year followup of adjustment to regular school more often supported than rejected the hypothesis that experimentals would perform better than the regular group, which would do better than the at-home groups, in all areas except motor skills. (KW)

ABSTRACT 32487

EC 03 2487 ED N.A.
Publ. Date 71 6p.
Paton, Richard T.
Using Behavior Modification in the Classroom.
EDRS not available
Canada's Mental Health; V19 N3 and 4 P20-5 May-Aug 1971

Descriptors: teaching methods; behavior change; teacher education; precision teaching

Addressed to teachers, the article discusses the use of behavior modification in the classroom as a tool for precision teaching. The author examines classical and operant conditioning as the two areas of learning from which behavior modification is derived. The conditioning principles are applied to the classroom setting through examination of reward or reinforcement, extinction, and punishment. The steps for setting up a classroom program are briefly outlined at the end. (CD)

ABSTRACT 32694

EC 03 2694 ED N.A.
Publ. Date 71 5p.
Johnson, Evelyn C.
Precision Teaching Helps Children Learn.
EDRS not available
Teaching Exceptional Children; V3 N3 P106-10 Spr 1971

Descriptors: exceptional child education; precision teaching; measurement techniques; learning disabilities; charts; records (forms); teaching methods

A teacher of elementary school children with specific learning disabilities describes how precision teaching helped three students solve specific problems in math and behavior (excessive yawning). How charts are used by the teacher and student to record the student's progress, motivate the student to perform at a higher level, show the student he is learning, and help the teacher in planning appropriately to meet the needs of each individual student is explained. The value of such continuous records not only for individualizing instruction and motivating learning but also for helping teachers evaluate the effectiveness of their teaching is pointed out. Sample Standard Daily Behavior Charts are reproduced. (KW)

ABSTRACT 32695

EC 03 2695 ED N.A.
Publ. Date 71 3p.
Bates, Stephanie; Bates, Douglas F.
...and a child shall lead them: Stephanie's Chart Story.
EDRS not available
Teaching Exceptional Children; V3 N3 P111-3 Spr 1971

Descriptors: precision teaching; measurement techniques; charts; records (forms); teaching methods

Presented is an adapted version of a slide-tape presentation written and narrated by a 5-year-old kindergarten student concerning charting. The purpose is

to explain how to use the Standard Daily Behavior Chart in precision teaching. The explanation of the basic structure and use of the chart is illustrated with photographs of sample charts. Day lines, frequency lines, frequency cycles, and how to record charted days, ignored days, and no chance days are explained. (KW)

ABSTRACT 32696

EC 03 2696 ED N.A.
Publ. Date 71 6p.
Precision Teaching in Perspective: An Interview with Ogden R. Lindsley.
EDRS not available
Teaching Exceptional Children; V3 N3 P114-9 Spr 1971

Descriptors: precision teaching; measurement techniques; evaluation methods; effective teaching; records (forms); teaching methods

Precision teaching, a new technique in special education, is discussed by the educator who developed and shaped the idea, Ogden R. Lindsley. Described are the origins of precision teaching, how it differs from behavior modification, and implications of precision teaching for regular and special education now and in the future. The values of recording daily frequency of a student's performance are shown to lie in their usefulness to teachers in monitoring instruction and evaluating curriculum and teaching, as well as in the area of behavior change. It is emphasized that precision teaching is not an approach to classroom teaching designed to replace other teaching methods. Rather, it is an easy, inexpensive system of monitoring daily improvement, intended simply to add a more precise measurement instrument to present teaching, making that teaching more efficient and effective. (KW)

ABSTRACT 32697

EC 03 2697 ED N.A.
Publ. Date 71 9p.
Galloway, Charles; Galloway, Kay C.
Parent Classes in Precise Behavior Management.
EDRS not available
Teaching Exceptional Children; V3 N3 P120-8 Spr 1971

Descriptors: exceptional child education; trainable mentally handicapped; behavior change; charts; parent role; precision teaching; parent education; mentally handicapped; measurement techniques

Described are parent classes in precise behavior management for parents of severely retarded children, in which parents were taught how to use the measurement tools of precision teaching to increase the frequency of desirable behaviors and decrease the frequency of undesirable behaviors in their children. Strategies and principles for developing such parent classes are enumerated. Instructions given to parents for recording on Standard Behavior Charts the frequency of the selected behavior and for using the chart as an evaluation tool in their behavior management project are summarized. A behavior chart accompanies the description of a sample parent behavior modification project, in which a 7-year-old PKU boy's incessant rocking behavior was successfully decreased with the help of the tools of precise behavior management. (KW)

ABSTRACT 32698

EC 03 2698 ED N.A.
Publ. Date 71 4p.
Starlin, Clay
Peers and Precision.
EDRS not available
Teaching Exceptional Children; V3 N3 P129-32, 137-40 Spr 1971

Descriptors: tutoring; teaching methods; student participation; measurement techniques; precision teaching; charts; elementary school students

A peer tutoring project is described in which one first grade student was taught to tutor four classmates in naming geometric figures. These four then tutored the rest of the class. All students learned to name all seven geometric figures correctly. Precision teaching methods were used to measure and chart all student performance on a daily basis. One student tutor was taught to collect frequency data on his tutorees and to chart their performance. Two of his four charts are presented to illustrate his precision in charting. It is concluded that peer tutoring is a time and energy saving device for the teacher, is rewarding for the students, is effective, and can help increase the academic performance of advanced students. (KW)

ABSTRACT 32699

EC 03 2699 ED N.A.
Publ. Date 71 6p.
Haughton, Eric
Great Gains from Small Starts.
EDRS not available
Teaching Exceptional Children; V3 N3 P141-6 Spr 1971

Descriptors: exceptional child education; learning disabilities; behavior problems; behavior change; precision teaching; measurement techniques; charts

Summarized is a case in which precision teaching techniques were applied in planning and carrying out multiple projects with a 7-year-old child in a special class, who had disruptive behaviors, difficulties in schoolwork, and short spasms or epileptic-like starts. Behaviors worked on in the precision teaching projects were addition and subtraction facts, leaving gym without permission, and the starts. Behavior charts indicating daily frequency of target behaviors are presented, illustrating the success of the projects to these three behaviors. The values of using Standard Daily Behavior Charts and of having students manage their own projects are pointed out. (KW)

ABSTRACT 32700

EC 03 2700 ED N.A.
Publ. Date 71 4p.
Cohen, Marilyn A.; Martin, Grant L.
Applying Precision Teaching to Academic Asessment.
EDRS not available
Teaching Exceptional Children; V3 N3 P147-50 Spr 1971

Descriptors: exceptional child education; learning disabilities; behavior change; precision teaching; evaluation methods; measurement techniques; student evaluation

Precision teaching was used to evaluate a student's difficulty with basic addition facts and, after initiating a change in the teaching plan to improve addition skills, to evaluate the student's performance to determine the effect of the change. Measurement of the frequency of correct and incorrect responses to addition problems showed that awarding points for correct answers, exchangeable for free time, was effective in improving mathematics performance. It is concluded that precision teaching provides a system which allows the teacher to determine a student's actual performance and to evaluate the effect of any change in teaching procedures on the student's behavior. Charting thus assists the teacher in both planning individual instruction and determining its effectiveness. (KW)

ABSTRACT 32701

EC 03 2701 ED N.A.
Publ. Date Spr 71 5p.
Duncan, Ann Dell
The View from the Inner Eye: Personal Management of Inner and Outer Behaviors.
EDRS not available
Teaching Exceptional Children; V3 N3 P152-6 Spr 1971

Descriptors: behavior change; self evaluation; self control; evaluation methods; precision teaching

Described are two personal management projects in which inner behaviors (i.e., thoughts, feelings, and urges) were counted and recorded on daily behavior charts. A 3 1/2-year-old girl recorded selfish acts and thoughts and a 12-year-old girl recorded inner and outer anger. The girls were taught to use such precise behavior management tools in the processes of reducing the selfish and angry behaviors by self administered reward or punishment. Behavior charts indicate the success and relative success encountered respectively by the two girls in their efforts at behavior change. (KW)

ABSTRACT 33056

EC 03 3056 ED N.A.
Publ. Date Apr 71 7p.
Zimmerman, Joseph and Others
Doing Your Own Thing with Precision: The Essence of Behavior Management in the Classroom.
EDRS not available
Educational Technology; V11 N4 P26-32 Apr 1971

Descriptors: research projects; precision teaching; discipline problems; academic achievement; behavior change; operant conditioning; workshops; inservice teacher education

Organization and implementation of a classroom behavior management work-

shop for teachers and some representative results are presented. The workshop was designed to help teachers acquire skills of objectively defining academic and conduct behaviors, systematically applying behavior management procedures of their own choice to improve academic performance or classroom conduct in individual students or groups of students (operant conditioning), and quantitatively assessing behavioral effects of their management procedures. The 14 participating teachers of kindergarten through fourth grade conducted a total of 10 conduct deceleration projects and 16 academic acceleration projects. Five representative projects are described briefly to give an idea of kinds of projects readily conducted by a single teacher in the classroom. (CB)

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